REPORT RESUMES

ED 019 412 VT 001 855

A PHILOSOPHY OF DISTRIBUTIVE EDUCATION, A REPORT OF THE FIRST STEP IN THE RESEARCH PROJECT "A COMPETENCY PATTERN APPROACH TO CURRICULUM CONSTRUCTION IN DISTRIBUTIVE TEACHER EDUCATION".

BY- CRAWFORD, LUCY C.
COUNCIL FOR DISTRIBUTIVE TEACHER EDUC.
REPORT NUMBER CDTE-PROFESSIONAL-BULL-10 PUB DATE JAN 67
VIRGINIA POLYTECHNIC INST., BLACKSBURG
EDRS PRICE MF-$0.50 HC-$4.48 110P.

DESCRIPTORS- *DISTRIBUTIVE EDUCATION, *EDUCATIONAL PHILOSOPHY, Q SORT, VOCATIONAL EDUCATION, EDUCATIONAL OBJECTIVES, SECONDARY EDUCATION, DEMOCRATIC VALUES, TEACHER ATTITUDES, *STATE SUPERVISORS, *TEACHER EDUCATORS, NATIONAL SURVEYS, *ATTITUDES, VOCABULARY, TEACHER EDUCATION, GUIDANCE, CURRICULUM, PROGRAM COORDINATION, PROGRAM ADMINISTRATION, QUESTIONNAIRES, TEACHER CHARACTERISTICS, INDIVIDUAL CHARACTERISTICS,

THE FIRST OF FOUR STEPS IN A STUDY TO DETERMINE THE LEARNING EXPERIENCES THAT SHOULD BE INCLUDED IN A DISTRIBUTIVE TEACHER EDUCATION PROGRAM WAS TO CONSTRUCT A PHILOSOPHY OF DISTRIBUTIVE EDUCATION CONSISTENT WITH THE PHILOSOPHY OF VOCATIONAL EDUCATION, THE GOALS OF SECONDARY EDUCATION, AND THE IDEALS OF AMERICAN DEMOCRACY. STATEMENTS OF BASIC BELIEFS REFLECTING THE DEFINITIONS, PRINCIPLES, AND OBJECTIVES OF THE DISTRIBUTIVE EDUCATION PROGRAM, DERIVED FROM LITERATURE, RESEARCH, SPEECHES, AND CONSULTATION WITH SELECTED LEADERS, WERE EVALUATED, TESTED FOR CONSISTENCY AGAINST A PURPOSES OF VOCATIONAL EDUCATION CARD SORT, REVISED, AND MADE INTO A 96-ITEM BASIC BELIEF CARD SORT. OF THE 172 DISTRIBUTIVE EDUCATION STATE SUPERVISORY AND TEACHER EDUCATION PERSONNEL, 153 RESPONDED TO THE STATEMENTS OF BASIC BELIEFS. THE MAJOR FINDINGS WERE--(1) THERE WERE FEW STATISTICALLY SIGNIFICANT DIFFERENCES OF OPINION AMONG THE RESPONDING GROUPS, AND (2) THE RESPONDENTS HAD A VERY HIGH DEGREE OF AGREEMENT ON 83 OF THE 96 STATEMENTS. THE AGREEMENT OF THE VAST MAJORITY OF THE LEADERSHIP IN DISTRIBUTIVE EDUCATION UPON THE STATEMENTS OF BELIEF INDICATED THAT THE PHILOSOPHY OF DISTRIBUTIVE EDUCATION EXPRESSED IN THE FINDINGS CAN SERVE AS A THEORETICAL STRUCTURE ON WHICH FUTURE RESEARCH CAN BE BASED. A BIBLIOGRAPHY, STATISTICAL DATA, THE PROFILE INQUIRY FORM, AND LISTS OF THE AGREED-UPON BELIEFS ARE INCLUDED. (SL)

ED019412

COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION
PROFESSIONAL BULLETIN SERIES
NUMBER 10

A PHILOSOPHY OF DISTRIBUTIVE EDUCATION

A Report of the First Step in the Research Project

A COMPETENCY PATTERN APPROACH TO CURRICULUM CONSTRUCTION IN DISTRIBUTIVE TEACHER EDUCATION

Funded Under Section 4(c), Vocational Education Act of 1963

Lucy C. Crawford, Associate Professor
Distributive Education
Department of Education
College of Arts and Sciences
Virginia Polytechnic Institute

This bulletin was produced and distributed

by

Virginia Polytechnic Institute
Department of Education
Division of Distributive Education
Blacksburg, Virginia, 24061
1967

VT01855

Consultants

Committee of Consultants:

J. R. Cullison, State Director, Vocational and Technical Education, Arizona

Peter G. Haines, Professor and Chairman, Business and Distributive Teacher Education, Michigan State University

William B. Logan, Professor and Director, Distributive Education Institutes, Ohio State University

Mary V. Marks, Distributive Education Specialist, United States Office of Education

Warren G. Meyer, Professor, Distributive Education, University of Minnesota

Harland E. Samson, Professor, Distributive Education, University of Wisconsin

George Stone, Director of Public Relations, J.C. Penney Company, New York City

H. I. Willett, Superintendent, Richmond Public Schools, Virginia

Statistical Consultant:

Clyde Y. Kramer, Professor, Statistics, Virginia Polytechnic Institute

Project Coordinator:

Rufus W. Beamer, Head, Department of Education, Virginia Polytechnic Institute

Research Staff

Lucy C. Crawford, Principal Investigator

O. Rebecca Hawkins, Assistant Project Director

Steve Jackson Lahoda, Statistical Assistant

Janice W. Horton, Secretary

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

The Council for Distributive Teacher Education was organized in 1961. Membership in the organization consists of teacher educators and other distributive education personnel with an interest in advancing distributive teacher education. The primary interests of the Council are research and publication.

This bulletin is based on a report of the first step in the research project, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, which was supported by a grant from the United States Department of Health, Education, and Welfare, Office of Education, Washington, D.C. The identification of a philosophy of distributive education during this period of rapid change in distribution should be valuable to distributive teacher educators, adult instructors, and teacher coordinators as a frame of reference in developing programs of education for distributive employment.

The report was prepared by Mrs. Lucy C. Crawford, Associate Professor, Distributive Education, Virginia Polytechnic Institute. It was published and distributed through the courtesy of the Distributive Education Division, Vocational Education Department, Virginia Polytechnic Institute, Blacksburg, Virginia. Requests for copies should be addressed to Mrs. Crawford.

Reno S. Knouse
Charter President, Council for Distributive Teacher Education
State Teacher Educator for Distributive Education
School of Business
State University of New York at Albany

January, 1967

PREFACE

This bulletin embodies a report of the first step of the four-step research project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," funded under Section 4(c) of the Vocational Education Act of 1963. The final report of the complete project is expected to be submitted to the United States Office of Education December, 1967. The purpose of the first step was to construct a philosophy of distributive education consistent with the philosophy of vocational education, the goals of secondary education and the ideals of an American democracy.

This report includes a list of agreed-upon beliefs concerning definitions, aims and objectives, guidance, coordination, curriculum, administration, and teacher education as applied to the distributive education program as the leaders in distributive education reported it *ought to be*.

ACKNOWLEDGMENTS

Many individuals and groups have contributed to the material in this bulletin. For major contributions deep appreciation is expressed to:

- Warren G. Meyer, Professor, University of Minnesota, who has served as a consultant on every phase of the research. His assistance in the design of the project, in the analysis and interpretation of the data, and in the review of the manuscript for this report has been of inestimable value.
- Harland E. Samson, Professor, University of Wisconsin, who has served as a consultant concerning the analysis and interpretation of the data.
- The Committee of Consultants, composed of, in addition to Meyer and Samson, the following: J. R. Cullison, State Director, Vocational and Technical Education, Arizona; Peter G. Haines, Professor and Chairman, Business and Distributive Teacher Education, Michigan State University; Mary V. Marks, Distributive Education Specialist, United States Office of Education; George Stone, Director of Public Relations, J.C. Penney Company, New York City; H. I. Willett, Superintendent, Richmond Public Schools, Virginia. The painstaking effort of each member of the Committee in providing assistance in structuring the statements of basic belief is gratefully acknowledged as a key factor in the construction of the philosophy.
- The distributive education state supervisory and teacher education personnel who thoughtfully and creatively reacted to the statements of basic beliefs.
- Rufus W. Beamer, Head of the Department of Education, Virginia Polytechnic Institute, who has been a source of inspiration and encouragement from the inception of the idea for the study through each phase of its development.
- Clyde Y. Kramer, Professor of Statistics, Virginia Polytechnic Institute, who provided assistance in the design of the research project and whose continuing counsel concerning the statistical analysis of the data is invaluable.
- O. Rebecca Hawkins, assistant project director; Steve J. Lahoda, statistical assistant; and Janice W. Horton, secretary, who through their dedicated efforts have made it possible for the project to progress on schedule.

ABSTRACT

Submitted by: Virginia Polytechnic Institute

Principal Investigator: Lucy C. Crawford

Title: A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education

Objectives: The ultimate objective of this research project is to determine the learning experiences that should be included in a distributive teacher education program. To achieve this objective, a competency pattern for the job of the distributive education teacher-coordinator will be constructed. Specifically, the objectives are: to construct a philosophy of what the distributive education program ought to be; to determine critical tasks of the distributive education teacher-coordinator in relation to the philosophy; and to determine the competencies (both professional and technical) that a distributive education teacher-coordinator needs to perform these tasks.

Procedures: (1) Statements of basic beliefs reflecting the definitions, principles, and objectives of the distributive education program will be validated by the entire population of state supervisory and teacher education personnel. A Purposes of Vocational Education card-sort will be used to test for consistency. (2) A depth study of the job of the teacher-coordinator will be made through the use of a Critical Task card-sort. The investigator will administer the card-sort to a group composed of a state supervisor, a teacher educator and six successful D.E. coordinators in each of six selected states (a) to determine relative importance of the tasks; (b) to study role perception of the three types of participants of the job of the teacher-coordinator as it is and as it ideally ought to be. (3) A list of Professional Competencies needed to perform the critical tasks will be developed and submitted to the participants in the six selected states for validation. Technical Competencies will be determined by first determining the competencies the teacher-coordinator is expected to develop in the D.E. high school trainees. 300 structured interviews will be held with full-time employees, department managers, and managers in order to analyze entry and career jobs in seven classifications of distributive businesses in three locations. (4) In the second phase of the research, which is not included in this proposal, the competency pattern will be applied in the reconstruction of the distributive teacher-education curriculum at Virginia Polytechnic Institute. A four-step plan using an interdisciplinary approach will be used.

Time Schedule: September 1, 1965 - December 31, 1967

Budget: Total Cost - $98,622.00; Federal Funds Requested - $75,019.00

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A PHILOSOPHY OF DISTRIBUTIVE EDUCATION

Introduction

In an attempt to determine the learning experiences that should be included in a distributive teacher education program (both pre-service and in-service) a study, entitled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," was begun in September, 1965. The project was funded under Section 4(c) of the Vocational Act of 1963. The objective of the study was to construct a competency pattern for the job of the distributive education teacher-coordinator. The competency pattern has four elements: a philosophy of what the distributive education program ought to be; the critical tasks of the distributive education teacher-coordinator in relation to the philosophy; the professional competencies that a distributive education teacher-coordinator needs to perform these tasks; and the technical competencies the teacher-coordinator needs in order to develop competencies needed by distributive workers to enter and advance in the distributive field.

The purpose of the first step in the study was to construct a philosophy of distributive education by constructing and validating the basic beliefs regarding distributive education as it ought to be. It was assumed that a philosophy of distributive education would be consistent with the philosophy of vocational education, the goals of secondary education and the ideals of an American democracy.

Design for the Study

A variation of Q-methodology was used to provide a basis for constructing a philosophy of distributive education to serve as a theoretical foundation for this study. A universe of statements of basic beliefs was formulated and tested in the form of a card-sort.

Statements of basic beliefs were drawn from the literature and research in distributive education and vocational education;[1] from speeches at national clinics and professional meetings; from conferences with selected leaders, including distributive education specialists in the United States Office of Education; and from personal experience of the investigator. These statements were mailed in the form of a questionnaire[2] to a Committee of Consultants composed of four experts in distributive education, a specialist in distributive education from the United States Office of Education, a state director of vocational education, a merchant, and a school administrator. For Committee consideration, the beliefs were organized into categories

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[1] See Appendix A for references used in the development of Basic Beliefs.

[2] See Appendix B, Excerpt from Questionnaire to Committee of Consultants.

(definitions, aims and objectives, guidance, coordination, curriculum, administration, and teacher education.) The members of the Committee reviewed the statements in terms of clarity, scope, and soundness. They also added any statements they felt were needed to make the list comprehensive.

A questionnaire composed of a universe of statements concerning purposes and practices of vocational education was also mailed to the Committee of Consultants for their reactions. Since distributive education functions as an integral part of vocational education, it was assumed that the basic beliefs would be consistent with the purposes and practices of vocational education. A tentative list of purposes and practices of vocational education was developed by H. W. Sanders, former head of the Vocational Education Department at V.P.I., from twenty-six pieces of literature, with special attention to current literature.[3]

At a meeting of the Committee of Consultants held in Blacksburg, Virginia, in September 1965, the revised statements of basic beliefs concerning distributive education were carefully considered. At this time the Committee also selected the most important purposes and practices of vocational education from the universe of statements previously submitted to them.

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[3] See Appendix A for references used in development of list of purposes and practices of vocational education.

The investigator then used this list of purposes as a cross-reference to determine whether or not the statements of objectives in the Basic Beliefs of Distributive Education were consistent with the purposes of Vocational Education. The list was also helpful in determining whether or not the list of basic beliefs regarding the total program of distributive education was complete.

The statements of basic beliefs were again revised and re-submitted by mail to the Committee of Consultants. After a final revision each of the 96 statements was printed on a 3" x 4" card to form a Basic Belief card-sort. To avoid the possibility of a reaction to the category rather than to the belief, the category, such as "definitions," was not indicated on the card. However, the cards concerning each category were assembled consecutively in the deck. This structured card-sort represented a set of hypotheses, which, if accepted, would become the theoretical foundation upon which the other elements in the competency pattern would be based. Each participant was also mailed a Profile questionnaire.[4]

Population: The Basic Belief card-sort, with answer sheet, was mailed to the entire population of distributive education state supervisors; assistant, area, and/or district supervisors; and teacher educators as listed on the United States Office of Education Directory of October, 1965. This Reactor Group I, sometimes referred to as the Leadership or Leadership Group, was composed of the following sub-groups:

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[4] Profile Questionnaire, Appendix B.

Sub-Group A	State Supervisors	N = 53
Group B	Assistant, Area or District Supervisors	N = 57
Group C	Teacher Educator	N = 62

Data and Instrumentation: Each respondent was directed to sort the cards into the following piles:

1	2	3	4	5
Agree	Partially Agree	Neutral	Partially Disagree	Disagree

The respondent could arrange the cards as often as he liked, with no restriction on the number of cards in each pile. When the respondent was satisfied with his sorting, he recorded his answers on the answer sheet. On the cards which he placed in the "partially agree," "partially disagree," or "disagree" piles, he wrote comments clarifying the reason for the disagreement. The respondents also completed a "Profile" to give demographic information which might be helpful in interpreting the results.

Returns: The exceptionally high percentage of returns on this national mail distribution is indicative of the interest and concern of those having active responsibility for the distributive educational program. Table I shows the percentage of returns by the three sub-groups of Reactor Group I. Only the returns of those who completed in full both the reactions to the Basic Belief card-sort and the Profile were considered useable.

TABLE I

NUMBER AND PERCENTAGE OF RETURNS OF REACTIONS TO BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION AND PROFILES OF THE RESPONDENTS

	Number*	Basic Belief Reactions Returned	%	Profiles Returned	%	Individuals Returning Both Instruments	
						No.	%
State Supervisors	53	51	96.2	51	96.2	49	92.5
Assistant State Supervisors	57	50	87.7	51	89.5	49	86.0
Teacher Educators	62	58	93.5	61	98.4	55	88.7
Total Number	172	159	92.4	163	94.8	153	89.0

*The total number in each category listed on the Directory of the United States Office of Education, October 1965, with the exception of 3 listed as state directors and 2 assistant supervisors who changed jobs.

ANALYSIS AND INTERPRETATION OF FINDINGS

One hundred fifty three state supervisory and teacher education personnel responded to the ninety six statements of Basic Beliefs concerning Distributive Education as it ought to be and submitted a Profile. As a measure of the degree to which they agreed with each of these statements of belief, their responses were assigned numeric values on a 5-point scale[5] and the arithmetic average of these values was computed for each statement. An average of 1.0 would mean total agreement while an average of 5.0 would mean total disagreement. Although the largest average for any of the ninety six statements of belief was only 1.9, the numerous comments by the reactors provided a basis for revision of a number of the statements. Selected members of the Committee of Consultants reviewed the tentative revision of the statements, after which a further revision was made. It was decided to re-submit twelve cards about which the comments showed concern and on which the arithmetic average was greater than 1.50. Guided by the returns from the reaction to this re-submission, a final revision of these twelve statements was made.

In the interest of ascertaining the relative degree of agreement among the three sub-groups of respondents, Spearman's rank order correlation coefficient, corrected for tied ranks, was used for comparing the sub-groups pairwise and Kendall's coefficient of concordance was utilized as a measure of the over-all agreement of the three sub-groups. These coefficients were computed for each of the seven categories of beliefs and for all categories combined. The coefficients of concordance are listed in Table II and the rank order correlation coefficients are presented in Table III.

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[5] The numeric values assigned were: 1-agree, 2-partially agree, 3-neutral, 4-partially disagree, and 5-disagree.

In view of the magnitude of these coefficients, it is evident that the three sub-groups of respondents did substantially agree in regard to the statements of belief.

TABLE II

COEFFICIENTS OF CONCORDANCE OF REACTIONS OF STATE SUPERVISORS, ASSISTANT STATE SUPERVISORS, TEACHER-EDUCATORS TO BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION

Categories of Belief	Coefficients of Concordance
Definitions	0.78**
Objectives	0.67*
Guidance	0.81**
Coordination	0.81*
Curriculum	0.87*
Organization and Administration	0.87**
Teacher Education	0.95**
Composite of 96 Items	0.85**

*Represents significance at the 5% level.

**Represents significance at the 1% level.

TABLE III

RANK ORDER CORRELATIONS* OF REACTIONS OF STATE SUPERVISORS, ASSISTANT SUPERVISORS AND TEACHER-EDUCATORS TO BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION

Categories of Beliefs	Rank Order Correlation Coefficients		
	State Supervisors and Ass't State Supervisors	State Supervisors and Teacher Educators	Ass't State Supervisors and Teacher Educators
Definitions	0.76**	0.63**	0.62*
Objectives	0.45	0.31	0.77*
Guidance	0.81**	0.65*	0.69*
Coordination	0.57	0.58	0.97**
Curriculum	0.81*	0.71	0.88**
Organization and Administration	0.83**	0.79**	0.82**
Teacher Education	0.88**	1.00**	0.88**
Composite of 96 Items	0.80**	0.74**	0.77**

*See Appendix C for ranking of items by the three respondent groups.

*Represents significance at the 5% level.

**Represents significance at the 1% level.

Although, as previously explained, the beliefs were not originally submitted in categories to Reactor Group I, the report of the analysis and interpretation of the findings is organized so that beliefs are grouped in the following categories: definitions, aims and objectives, guidance, coordination, curriculum, administration, and teacher education.

Tables IV - X show each belief as it has been revised and the composite mean of degree of agreement when the statements were originally submitted.

TABLE IV

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING DEFINITIONS

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
00	That distributive education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions.	1.04
01	That distributive education, as a vocational program, offers instruction in marketing, merchandising, related management and personal development.	1.27
02	That distributive occupations are those occupations followed by persons engaged primarily in the marketing or merchandising of goods and services, at both management and non-management levels.	1.08

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE IV (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
03	That a distributive education teacher-coordinator is a member of the local school staff who teaches distributive and related subject matter to students preparing for employment and coordinates classroom instruction with on-the-job training or with occupationally oriented learning activities of students. He is responsible for the distributive education program in the school. His responsibilities for adult distributive education may vary.	1.37
04	That the distributive education cooperative plan is an organizational pattern of instruction which involves regularly scheduled part-time employment and which gives students an opportunity to apply classroom learnings in practice. It enables them to develop occupational competencies through training on jobs related to their distributive occupational interests.	1.33
05**	That the distributive education project plan is an organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising and management and which are related to a student's occupational interests.	1.61

**See Appendix E for percentage of agreement after resubmission.

TABLE IV (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
06	That distributive education preparatory instruction, whether under the project plan or as part of the cooperative plan, is instruction which prepares youth or adults for entry and advancement in a distributive occupation or in an occupation requiring distributive competencies.	1.31
07**	That distributive education supplementary instruction is instruction for distributive workers wishing to refresh, update, or upgrade competencies needed in their distributive employment. It is usually provided on a part-time basis.	1.53
08	That coordination is the process of organizing, developing and maintaining effective relationships among all groups involved in the distributive education program to the end that the student receives the best possible preparation for a career in distribution.	1.40
09	That the cooperative method in distributive education is a means by which an organized sequence of on-the-job learning experiences to develop competencies related to each student's distributive occupational interest is correlated with classroom instruction.	1.21

TABLE IV (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
10	That in distributive education participating experiences are learning experiences which focus on activities of distributive occupations and decision-making situations in distribution.	1.35
11	That the project method is a means by which classroom instruction is correlated with a series of group and/or individually designed learning activities and projects related to a student's occupational interest.	1.39
12**	That a project in the distributive education project plan is a combination of organized classroom and community learning activities related to an individual's distributive occupational interests. The length of time to complete the project depends upon the ability of the individual learner.	1.60
13	That a distributive occupational objective is a current career goal, selected by the student, the preparation for which is the purpose for his vocational instruction in distribution and marketing.	1.32
14	That Distributive Education Clubs of America is a youth organization providing a program of activities which complements and enriches distributive curriculums.	1.31

TABLE IV (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
15**	That an Advisory Committee for distributive education is a group of persons representative of both the school and the business community which gives recommendations that may be used for the development and improvement of the distributive education program. School representatives are ex-officio members.	1.53
16	That a Training Sponsor is the person in a distributive organization designated to be responsible for training and supervising the distributive education student on his job. He works directly with the D.E. coordinator.	1.39
17	That a Training Station is the place of employment of the distributive education student where he receives on-the-job training and supervision by his employer and/or training sponsor.	1.17

TABLE V

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING AIMS AND OBJECTIVES

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
18	That preparation for gainful employment and for advancement in a distributive occupation is the primary goal of the distributive education program.	1.28
19	That the distributive education program should engender an understanding and appreciation of the American private enterprise system as a cornerstone of the American Democracy.	1.08
20	That the distributive education program should foster an awareness of the civic, social and moral responsibilities of business to society.	1.10
21	That the distributive education program should encourage and promote the use of ethical standards in business and industry.	1.06
22	That the distributive education program should stimulate the student's interest in his chosen distributive occupational field by providing an understanding of the opportunities it offers him to be a contributing member of society.	1.10

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE V (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
23	That the distributive education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently and pleasantly.	1.18
24	That the distributive education program should provide training that results in increased efficiency in distribution and marketing.	1.11
25	That the distributive education program should contribute to the improvement of the techniques in distribution and marketing.	1.23
26	That the distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical, and educational developments, and adapt to such changes.	1.20
27	That the distributive education program should advance the objectives of the total educational program.	1.24
28	That the distributive education program should strive to develop among employers, employees and consumers a wider appreciation of the value of specifically trained personnel in distribution.	1.22

TABLE VI

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING GUIDANCE

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
29	That a primary goal of each D.E. teacher-coordinator's guidance activities should be the growth and adjustment of individual students in relation to their occupational interests in distribution and marketing.	1.48
30**	That each distributive education student should have a distributive occupational interest if he is to give his best effort in learning technical skills and knowledges and in making occupational adjustments.	1.61
31	That all applicants for the distributive education program should be carefully considered to assure the inclusion of those students who can and sincerely wish to profit from instruction.	1.27
32	That in selecting training stations for distributive education students, every effort should be made to select those most likely to provide occupational and educational opportunities in keeping with the students' capabilities, interests and goals.	1.08

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

**See Appendix E for percentage of agreement after resubmission.

TABLE VI (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
33	That distributive education students should be provided continuous assistance in securing the knowledge, skills and attitudes needed in making adequate choices, plans and interpretations essential to satisfactory adjustment in the distributive occupations.	1.17
34	That each distributive education student is a unique person intellectually, socially, emotionally and physically and should be treated individually according to his capacities and interests.	1.20
35	That cooperative effort should be made to detect and modify conditions that interfere with the distributive education student's advantageous use of his educational and occupational opportunities.	1.25
36**	That a distributive education student should determine for himself, with the assistance of guidance resources available, the point at which he should cease his formal education--at high school, post-high school, or college level.	1.64
37	That many youth need supervised occupational experience as well as correlated instruction in the skills, knowledge and attitudes of their occupations in order to make them more intelligent and productive participants in economic life.	1.42

TABLE VI (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
38	That students who are selected to enter the distributive education cooperative classes potentially should be able to represent the school in a satisfactory manner when in contact with business people of the community and the customers they serve.	1.42
39	That each student enrolled in distributive education should be made fully aware of the opportunities and careers in distribution and marketing that are available to him.	1.14
40	That distributive education students should be counselled periodically by teacher-coordinators, employers and guidance counselors concerning progress towards their occupational objectives.	1.11
41	That the distributive education program should provide guidance and vocational counseling for adults needing training or re-training for occupations in distribution and marketing.	1.44
42	That individual student records should be kept by the distributive education teacher-coordinator in cooperation with the student as evidence of progress and competencies achieved either through projects completed or through occupational experiences.	1.15

TABLE VII

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING COORDINATION

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
43	That coordination is the activity which unites all components of the program and without which the distributive education program at any educational level cannot be considered vocational.	1.44
44	That the amount of time which distributive cooperative students spend on the job should be realistically appraised so that they will have time and energy to master the other subjects in which they are concurrently enrolled.	1.18
45**	That the amount of time which distributive cooperative students spend in school and on the job should be regularly appraised so that the combined time for school and work does not usually exceed the normal work week.	1.60
46	That training sponsors of distributive education cooperative students should be oriented to their responsibilities in providing real-life learning experiences for students on the job. This includes periodic evaluation of the students' occupational experience.	1.39

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

**See Appendix E for percentage of agreement after resubmission.

TABLE VII (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
47**	That coordinators should be employed by the school system for a sufficient period of time before and after the regular school year so that they may fulfill all of the responsibilities of the job.	1.84
48	That effective coordination activities provide an opportunity for the teacher-coordinator to help keep his occupational knowledge up to date.	1.20
49	That students in the project plan should have, whenever possible, employment experiences which are coordinated and evaluated in terms of students' occupational interests.	1.39
50	That coordination is primarily an instructional technique involving individual students. It also includes other activities of a community's distributive education program, such as public relations, research and certain aspects of guidance.	1.26

TABLE VIII

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING CURRICULUM

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
51	That the major portion of distributive education curriculum content is derived from functions of marketing.	1.68
52	That distributive education curriculums should include, in addition to functions of marketing, the area of personal development including human relations and occupational adjustment; the application of skills in mathematics and communications to distribution; appropriate product or service technology; and basic economic understandings.	1.11
53	That DECA, the youth organization for high school and post-secondary school students, should be co-curricular in that it should provide opportunities to further develop competencies normally learned in the classroom and on the job. It also provides opportunities to acquire additional competencies, such as leadership and social skills.	1.34

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE VIII (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
54	That vocational instruction in distribution and marketing should be based primarily on the local needs and trends in marketing, merchandising and related management. However, it should also take into account state, national, and world trade as well as such things as family mobility and occupational relocation.	1.42
55	That the development of competencies in distributive occupations involves both individual and group instruction.	1.04
56**	That in most distributive occupations judgment, human relations and communication skills are predominant while manual skills are frequently less important.	1.67
57	That distributive education should provide for correlation with other subject areas such as English, social studies, economics, mathematics and art, as well as with subjects in other vocational fields.	1.22
58	That the areas of study concept of distributive education curriculums provides for a flexibility in curriculum organization that makes the depth of instruction depend on occupational objectives and competencies needed by individual students and on their abilities.	1.32

**See Appendix E for percentage of agreement after resubmission.

TABLE IX

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING ADMINISTRATION

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
59	That distributive education should be an integral part of the public school system.	1.24
60	That distributive education should serve the needs of both the individual student and the business community.	1.12
61	That the administrative pattern and exercise of controls for administration of distributive education should be flexible in order to serve the diversified needs of individuals and distributive businesses.	1.41
62	That the cooperation of the professional staff at local, state and federal levels is essential to the optimum accomplishment of the goals of the distributive education program.	1.05
63	That the distributive education program should include preparatory (both cooperative and non-cooperative) and supplementary instruction offered in high school, post-high school and adult courses.	1.22

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE IX (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
64	That the distributive education program should include instruction for both youth and adults who have a career objective in the field of distribution and who can profit from the instruction.	1.07
65	That the distributive education program should provide a continuum of educational opportunity that allows individuals to refine or redirect their occupational objectives.	1.06
66	That the project plan in distributive education should be provided in those school systems where the need for occupational training cannot be met effectively through the cooperative plan or where there is need for occupational training in addition to that provided by the cooperative plan.	1.37
67	That vocational instruction for adults should be available for the entire spectrum of management and non-management employees in distributive occupations at various levels of responsibility from entry through management.	1.24
68	That supervised occupational experiences should be provided for as many distributive education students as possible.	1.41

TABLE IX (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
69	That the distributive education program should reflect training needs and employment opportunities as evidenced by resources such as community surveys, business census and labor force reports, and advisory services.	1.11
70	That distributive education for disadvantaged youth requires special planning and articulation with the regular high school and post-high school distributive education offerings.	1.32
71	That a comprehensive high school should include a program of distributive education.	1.46
72**	That distributive education should be available both to high school graduates and those who did not complete high school.	1.70
73	That a Distributive Education Advisory Committee should give advice in planning, developing and evaluating the program in each community.	1.44
74	That distributive education should cooperate with other vocational services in planning instructional programs for those occupations which cut across fields, each service providing the instruction in which it specializes.	1.14

**See Appendix E for percentage of agreement after resubmission.

TABLE IX (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
75	That criteria for evaluation of the distributive education program should be tentatively established during the planning stage and that the criteria should be revised periodically.	1.43
76	That periodic follow-up studies of distributive education graduates and drop-outs is essential to the evaluation of the effectiveness of the distributive education program.	1.10
77	That each state and territory should charge leadership personnel with specific responsibilities for the further development and improvement of the distributive education program.	1.09
78	That participating experiences are essential if the project plan is to be a worthwhile vocational experience.	1.45
79	That the project plan requires that time be allowed in the teacher's schedule to identify, direct and evaluate projects and participating experiences contributing to each student's occupational objective.	1.30
80	That the project plan requires that time be arranged in the student's schedule to identify, develop and evaluate competencies achieved through projects related to his occupational objective.	1.36

TABLE IX (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
81	That because of individualized instruction and the nature of the behavioral outcomes desired, the size of the distributive education class is an important factor.	1.13
82	That because of the learning outcomes desired and the demands of program management, the distributive education teacher-coordinator should have more time than the average teacher to plan, prepare and coordinate instruction.	1.37
83	That specially designed classroom facilities are highly desirable for the in-school distributive education instructional program.	1.41
84	That audio-visual materials are highly desirable for good classroom instruction in distributive education.	1.17
85	That preparatory training should be available to out-of-school youth and adults seeking to enter, re-enter, or re-train for employment in distribution and marketing.	1.10
86	That distributive education personnel should carry on such research as is needed to provide information relating to the distributive education program.	1.27

TABLE X

REVISED STATEMENTS OF BASIC BELIEFS CONCERNING TEACHER EDUCATION

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
87	That distributive education teacher-coordinators need specialized training both as teachers of marketing and as coordinators of cooperative and project training.	1.20
88	That distributive education student teachers should have student teaching experience in a distributive education program under the supervision of an experienced, well-qualified distributive education teacher-coordinator.	1.21
89	That distributive education personnel at every level should be currently occupationally knowledgeable in distribution.	1.25
90	That in a changing world of distribution it is essential that both content and teaching method in distributive education be kept up-to-date.	1.01
91	That both group and individual instruction should be used in the in-service training of distributive education personnel.	1.07

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*Degree of agreement on first submission of statements. Respondents reacted to statements of belief on a 5-point scale: 1-agree; 2-partially agree; 3-neutral; 4-partially disagree; 5-disagree.

TABLE X (continued)

Card Number	Belief Statement	Composite Mean of Degree of Agreement*
92**	That the distributive education teacher-coordinator should participate in the adult education program whenever possible, thereby creating a more favorable training environment for cooperative students and increasing their own occupational knowledge.	1.72
93**	That teacher-coordinators should return to a distributive occupation at intervals when occupational updating is needed and advisable.	1.57
94**	That teacher education certification requirements should permit the distributive education program to capitalize on the availability of potential teaching personnel with a variety of abilities and backgrounds, provided standards are not lowered.	1.36
95**	That teacher education for post-secondary instructional personnel should include advanced study in a distributive field or in a distributive function.	1.83

**See Appendix E for percentage of agreement after resubmission.

The revised statements of basic beliefs found in Tables IV - X reflect the thinking of the large majority of the leadership in distributive education throughout the nation. A summary of the demographic information concerning the members of the leadership group, referred to as Reactor Group I, found in Appendix D, shows the wide range of education and experience of the participants. The thoughtful comments which were submitted along with a rating to indicate the degree of agreement with each statement made it possible to construct a philosophy of distributive education which reflects the considered opinions of the leadership in distributive education.

SUMMARY AND IMPLICATIONS

The Problem: The problem in the first step of the study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," was to construct a philosophy of distributive education by constructing and validating the basic beliefs regarding Distributive Education as it ought to be.

The Procedure: A variation of Q-methodology was used to construct the philosophy. Statements of basic belief were carefully structured by the investigator, with repeated reviews by a Committee of Consultants. A Basic Belief card-sort composed of 96 statements, each of which was an hypothesis, was then constructed and tested.

Major Findings: Since 89% of the members in Reactor Group I, composed of the leadership in the several states and territories, returned both the Basic Belief card-sort and a Profile, the findings from this step of the research project represent the opinions of the vast majority of distributive education state supervisors, assistant supervisors, and teacher educators. The rating of each belief by the respondents provided a basis on which to determine the degree of agreement on each basic belief and the numerous comments noted on the backs of the cards made it possible to further refine the statements. Most of the comments are reflected in the revised statements found in Tables IV - X.

The Major Findings are:

1. There were few statistically significant differences of opinion among the three respondent groups in Reactor Group I, composed of state supervisors, assistant state supervisors, and teacher educators in the several states and territories regarding the basic beliefs concerning distributive education: the definitions, aims and objectives, guidance, coordination, curriculum, administration and teacher education.

2. The respondents in Reactor Group I had a very high degree of agreement on 83 of the 96 statements of belief. On 13 statements, there was a disagreement ranging from 1.51 to 1.83. On one of these statements, (card 51), the suggested revisions would have duplicated the statement on card 52, so this statement was not re-submitted. When the remaining 12 statements were re-submitted, the response from 87.1 per cent of the group indicated a high degree of agreement on 9 of the 12 statements. On three of the statements the degree of disagreement ranged from 31.0% to 36.1%, but the numerous comments explaining the reason for disagreement made it possible to revise these three cards to satisfy the concern of the leadership group.

3. The 96 statements of basic belief, as presented as Tables IV - X, form the theoretical foundation for this study and become the first element in a competency pattern for the job of the distributive education teacher-coordinator. Theoretical singular propositions were tested in the structured card-sort. The high degree of agreement of the members of Reactor Group I and the high degree of agreement among the three sub-groups on each of the categories of belief made it possible to construct a philosophy which reflects the deliverative opinions of the leadership in distributive education throughout the nation. Some concepts about which there is continuing concern will be found in Appendix G.

Implications: These findings have implications for all phases of the distributive education program and should have a bearing on other vocational educational fields as well. The fact that the vast majority of the leadership in distributive education has agreed upon definitions, aims and objectives, curriculum, guidance, coordination, administration and teacher education as applied to this field indicates that the philosophy of distributive education expressed in these findings can serve as a theoretical structure on which not only this research but related research can be erected.

Research workers in other vocational fields may find a comparison of the philosophy of agricultural education, business education, home economics education, and industrial education with the philosophy of distributive education of value both from the standpoint of content and from the method used in the construction of the basic beliefs. Distributive teacher educators can use the findings as a major source of material for the course in organization and administration of distributive education. Distributive Education administrators--national, state, and local—should find the philosophical statements helpful in interpreting the program to the public.

Basic Beliefs regarding distributive education should become an important segment in any consideration of a philosophy of vocational education.

The objectives, as identified and tested in this study, should serve as a guide for all phases of the distributive education program. It should be possible to derive specific teaching objectives from the broad program objectives.

Curriculum workers at every level of the distributive education program can use the findings regarding basic beliefs of distributive education as a step toward a "curriculum theory model".[6]

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[6] Davis L. Elliott and Arthur W. Foshay, "Chart or Charter: Recent Developments in Educational Discourse," Review of Educational Research, Ibid., p. 234, citing F.X.C. Northrup, The Logic of the Sciences and the Humanities (New York: Meridian Books, 1959).

APPENDIXES

REFERENCES FOR DEVELOPMENT OF BASIC BELIEFS AND PURPOSES OF VOCATIONAL EDUCATION

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In addition to the above references, papers and committee reports presented at National distributive education clinics of 1939, 1946, and 1963 were used.

INQUIRY FORMS

APPENDIX B

1. EXCERPT FROM QUESTIONNAIRE TO COMMITTEE OF CONSULTANTS

BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION

Please review the following statements of basic beliefs concerning distributive education for clarity, scope, and soundness. Space has been provided below each statement for any changes you think are needed or any comments you would like to make about the statement. Space for any additional beliefs you would like to add is provided at the end of each section.

You will note that I have listed the beliefs under several classifications. This is simply to make it easier to determine whether or not all the essential beliefs are covered. When the statements of belief are made into a card-sort, they will not be classified.

Please return no later than August 27 to:

Mrs. Lucy C. Crawford
Department of Education
Virginia Polytechnic Institute
Blacksburg, Virginia

BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION[7]

A. Concerning Definitions, we believe

1. That distributive education is a public vocational instructional program designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter a distributive occupation. It is a program of instruction in marketing, merchandising, and management.

2. That distributive occupations are those occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods and services. These occupations may be found in retailing, wholesaling, and service establishments, and in production industries where the marketing function appears.

3. That a distributive education teacher-coordinator is a member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordinates classroom instruction with on-the-job training. He is responsible for administering the school program. He may or may not be responsible for the adult program in distributive education.

. . . .

Additional Beliefs

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[7] The complete questionnaire included 87 items classified under seven categories.

APPENDIX B

Virginia Polytechnic Institute
Blacksburg, Virginia

______
Number

2. Recoded Profile of Selected Distributive Education Personnel

Please return to:

Mrs. Lucy C. Crawford
Distributive Education
Virginia Polytechnic Institute
Blacksburg, Virginia

Introduction: As a part of a research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education", it will be extremely helpful to have a profile of those selected as participants for the study. It will take you approximately ten minutes to complete the questionnaire. I shall appreciate your completing it as soon as possible. A stamped, self-addressed envelope is enclosed for your convenience in returning the Profile to me.

Directions: Please use ONE of the code numbers to indicate your answer to each question. Write the number of your answer on the line to the left of the item number.

Item No.

_____ 1. Present Position

0. Full time Distributive Education teacher-coordinator
1. Full time city or county supervisor of Distributive Education
2. Teacher-educator of Distributive Education
3. State supervisor of Distributive Education
4. Assistant state supervisor of Distributive Education
5. Area or district supervisor of Distributive Education
6. State supervisor of Distributive Education and Office Education
7. State supervisor of Trade and Industrial; Assistant state supervisor of Distributive Education
8. State supervisor and teacher educator of Distributive Education
9. Curriculum materials specialist

_____ 2. Age

0. 21-25
1. 26-30
2. 31-35
3. 36-40
4. 41-45
5. 46-50
6. 51-55
7. 56-60
8. 61-65
9. 66-70

_____ 3. Highest degree held

0. Bachelor's Degree
1. Master's Degree (M.S. or M.Ed.)
2. Special Certificate or Degree
3. Ed.D. or Ph.D.
4. Other (Specify here _______________)

6

_____ 4. Year highest degree was earned

0. 1950 or before
1. 1951-1955
2. 1956-1960
3. 1960-1961
4. 1962-1963
5. 1964-1965

_____ 5. Last year enrolled in a college or university

0. 1950 or before
1. 1951-1955
2. 1956-1960
3. 1960-1961
4. 1962-1963
5. 1963-1964
6. 1964-1965
7. 1965-1966
8. Present

_____ 6. Number of quarter credits ($1\frac{1}{2}$ X semester credits) earned beyond highest degree

0. none
1. 1-9
2. 10-18
3. 19-27
4. 28-36
5. 37-45
6. 46-54
7. 55-63
8. 64-72
9. 72 or over

_____ 7. Credits earned beyond highest degree were in

0. Distributive Education
1. Education, Vocational Education and/or Psychology
2. Retailing or Marketing
3. Business Education
4. Combination of 0,1
5. Combination of 0,1,2
6. Combination of 0,3
7. Combination of 0 and any other subject
8. Other (Write in) _______________________
9. Does not apply or no credit earned

_____ 8. Your major in undergraduate degree

0. Marketing or Retailing
1. Business Administration
2. Distributive Education
3. English, Speech, Journalism
4. Social Studies, Psychology, Economics, Education
5. Business Education
6. Home Economics Education, Agricultural Education, Trade and Industrial, Industrial Arts
7. Business Education and Distributive Education
8. Marketing and/or Business Administration and Education
9. Other (Write in) Science, Math, Mechanical Engineering, Physical Education, etc.

_____ 9. If you have a Master's degree, please indicate your area of concentration

0. Marketing or Retailing
1. Education or Vocational Education
2. Distributive Education
3. Business Education
4. Other ________________
5. Does not apply
6. Business Administration; Management
7. Distributive Education and Business Education
8. Marketing or Retailing and Distributive Education
9. Marketing or Retailing and Education or Vocational Education

_____10. Number of hours of "Directed (Supervised) Work Experience," as part of undergraduate or graduate degree

0. none
1. 200 hours
2. 300 hours
3. 500 hours
4. 501-750 hours
5. 751-1000 hours
6. 1001-1500 hours
7. 1501 hours or more

_____11. Date of last experience of Directed (Supervised) Work Experience

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

_____12. Number of years experience in retailing

0. none
1. 6 months
2. 1 year
3. 18 months
4. 2 years
5. 3 years
6. 4-5 years
7. 6-10 years
8. 11-15 years
9. 16 years or more

_____13. Date of last experience in retailing

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

_____14. Number of years experience in wholesaling

0. none
1. 6 months
2. 1 year
3. 18 months
4. 2 years
5. 3-5 years
6. 6-10 years
7. 11-15 years
8. 16 years or more

_____15. Date of last experience in wholesaling

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

_____16. Number of years experience in service occupation

0. none
1. 6 months
2. 1 year
3. 18 months
4. 2 years
5. 3-5 years
6. 6-10 years
7. 11-15 years
8. 16 years or more

_____17. Date of last experience in service occupation

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1955-1960
6. 1954 or before
7. Does not apply

_____18. Number of years experience as a Distributive Education teacher-coordinator

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____19. Date of last experience as D.E. teacher-coordinator

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

_____20. Number of years experience as a city or county supervisor of Distributive Education

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____21. Date of last experience as a city or county supervisor of Distributive Education

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

_____22. Number of years experience as a teacher educator of Distributive Education

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____23. Date of last experience as a teacher educator of Distributive Education

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

_____24. Number of years experience as a state, assistant state or area supervisor of Distributive Education

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____25. Date of last experience as a state, assistant state or area supervisor of Distributive Education

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

_____26. Number of years experience as adult instructor (not included in No. 18, 20, 22, 24.)

0. none
1. 1 year
2. 2-3 years
3. 4-6 years
4. 7-9 years
5. 10-12 years
6. 13-15 years
7. 16-18 years
8. 19-21 years
9. 22 years or over

_____27. Date of last experience as adult instructor

0. Present
1. 1964-65
2. 1963-64
3. 1962-63
4. 1961-62
5. 1958-60
6. 1955-57
7. 1952-56
8. 1951 or before
9. Does not apply

APPENDIX B

Virginia Polytechnic Institute
Blacksburg, Virginia

3. Basic Beliefs Concerning Distributive Education

To: Distributive Education State Supervisory Personnel
Distributive Education Teacher Educators

From: Mrs. Lucy C. Crawford

A research project in which you have a vital part has been approved under Section 4(c) of the Vocational Act of 1963. As the attached abstract[8] explains, the study, entitled "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," is attempting to determine the learning experiences that should be included in a distributive teacher education program--both pre-service and in-service.

The first step in the study is to construct a philosophy of distributive education, including basic beliefs about all phases of the program as it ought to be. Statements concerning these beliefs have been drawn from the literature and research in distributive education and vocational education, from speeches at national clinics and professional meetings, and from conferences with selected leaders, including D.E. specialists in the U.S. Office of Education. A Committee of Consultants composed of five distributive educators, a school administrator, a state vocational director, and a merchant reviewed the statements for clarity, scope, and soundness.

It is your reaction to the statements, as revised, that will help to determine an underlying philosophy of distributive education. This philosophy will form the foundation not only for this study but for other research to follow.

You who are acknowledged leaders in the distributive education program have a vested interest in the results, for they will be useful not only in course construction but in the administration of the program as well. For this reason, I will send you a copy of the results of the findings from this first step in the research as soon as an analysis can be made instead of waiting until the entire project is complete.

The statements, with directions for noting your reactions, are being mailed under separate cover. Of course, your responses will be held in strict confidence. Your thoughtful and prompt response will be sincerely appreciated.

May I ask you to complete the enclosed Profile and return to me in the enclosed self-addressed envelope. It will take you only about ten minutes to complete.

Thank you.

Attachment (1)
Enclosures (2)

[8] Abstract, p. v.

Virginia Polytechnic Institute
Blacksburg, Virginia

INSTRUCTION SHEET FOR BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION[9]

You have been given a deck of 95 small cards (00-94). Each card has a statement of belief regarding the distributive education program as it ought to be. What you are to do is to indicate your agreement with each statement by sorting the cards into five piles. Please put the heading cards in a row on a table like this:

Agree	Partially Agree	Neutral	Partially Disagree	Disagree
Pile 1	Pile 2	Pile 3	Pile 4	Pile 5

Next, place the cards in the pile that most nearly describes your reaction to the statement. Re-arrange as often as you like. When you are satisfied with your sorting, record your answers on the answer sheet, "Basic Beliefs Regarding Distributive Education". Don't Disturb Your Cards Yet. Check your answer sheet to be sure all cards are accounted for. Then do one more thing: On the back of each card in "Partially Agree", "Partially Disagree", or "Disagree" piles, indicate the reason for the disagreement. If the disagreement is due to wording only, please re-word the statement. Make any comment you wish on the back of cards in Pile 3.

Enclosed you will find a stamped, self-addressed envelope. At your earliest convenience, please return the cards and the answer sheet to me.

[9] Please read the words "I believe" in front of each statement.

____
NUMBER

ANSWER SHEET

Directions: Note that each card has a number. This number corresponds to the number in the columns headed "Card Number". Please place the number of the pile in which you placed a card opposite the card number. For example, if you placed card #30 in pile 4, locate #30 under the column card number and write 4 opposite this number.

Card Number	Pile Number	Card Number	Pile Number	Card Number	Pile Number	Card Number	Pile Number
00		19		38		57	
01		20		39		58	
02		21		40		59	
03		22		41		60	
04		23		42		61	
05		24		43		62	
06		25		44		63	
07		26		45		64	
08		27		46		65	
09		28		47		66	
10		29		48		67	
11		30		49		68	
12		31		50		69	
13		32		51		70	
14		33		52		71	
15		34		53		72	
16		35		54		73	
17		36		55		74	
18		37		56		75	

VIRGINIA POLYTECHNIC INSTITUTE
Department of Education
Blacksburg, Virginia 24061

4. Review of Selected Revised Statements of Basic Beliefs

To: Participants in Step I of the Research Project, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education"

From: Lucy C. Crawford, Principal Investigator

The response of the members of Reactor Group I to the "Basic Belief Card Sort" was beyond my best expectations. Although the agreement of the participants was below 2.0 on every card (1 meaning complete agreement; 2 meaning partial agreement on a 5-point scale), the numerous comments received made it possible to improve some of the statements.

Selected members of the Committee of Consultants have reviewed the statistical analysis of the findings and the proposed revisions that were made as a result of the comments. In order to provide the leadership in distributive education an opportunity to review revised statements about which the comments showed concern, statements with an agreement of 1.51 or more are enclosed for your reaction.

In the original "Basic Belief Card Sort," the classification of beliefs was not indicated so that your reaction to the belief would not be influenced by your reaction to the classification in which the belief was placed. On the revised statements you will note that we have indicated the classification of the beliefs. The fact that a statement is a definition, for example, may affect your reaction to it. Reaction to the classification, itself, is not a part of this research.

As soon as we receive the responses to this enclosed questionnaire, we will mail you a complete list of the revised statements. You are welcome to reproduce the list of statements. We shall appreciate your giving credit to the research project.

Many thanks for the serious consideration you have given to this effort to determine the beliefs of the leadership concering the distributive education program. I shall appreciate your returning your response to this final revision at your earliest convenience.

REVISED STATEMENTS OF SELECTED BASIC BELIEFS

Please review the revised statements of Basic Beliefs and record your response on the attached answer sheet. Since all previous comments have been carefully considered in the revisions, we are asking for your response on a two-point scale - agree or disagree. If you disagree, please indicate the reason under the space for comments.

That the distributive education project plan is an organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising and management and which are related to a student's occupational interests. It enables students to develop occupational competencies through real life experiences. 05 DEFINITIONS	That distributive education supplementary instruction is instruction for adults or out-of-school youth wishing to refresh, update, or upgrade competencies needed in their distributive employment. It is usually provided on a part-time basis. 07 DEFINITIONS
That a project in the distributive education project plan is a combination of organized learning activities related to an individual's distributive occupational interests. The length of time to complete the project depends upon the nature of the project and the ability of the individual learner. 12 DEFINITIONS	That an Advisory Committee for distributive education is a group of persons representative of both the school and the business community which gives advice that may be used for the development and improvement of the distributive education program. 15 DEFINITIONS
That each distributive education student should have a distributive occupational interest if he is to give his best effort in learning technical skills and knowledges and in making occupational adjustments. 30 GUIDANCE	That a distributive education student should determine for himself the point at which he would cease his formal education--at high school, post-high school, or college level. 36 GUIDANCE

That the amount of time which distributive cooperative students spend in school should be regularly appraised so that the combined time for school and work does not exceed the normal work week.

45 COORDINATION

That coordinators should be employed by the school system for at least 10 months during the year so that they might fulfill all of the responsibilities of the job.

47 COORDINATION

That in most distributive occupations judgment, human relations and communication skills are predominant while manual skills are frequently less important.

56 CURRICULUM

That distributive education should be available both to high school graduates and those who did not complete high school.

72 ADMINISTRATION

That distributive education teacher-coordinators should be involved in the distributive education adult program in some capacity, even if only advisory, thereby increasing their own occupational understandings and also creating a more favorable environment for their students.

92 TEACHER EDUCATION

That teacher-coordinators should return to a distributive occupation at intervals when updating is needed and advisable.

93 TEACHER EDUCATION

That teacher education for post secondary instructional personnel should include advanced depth study in a distributive field or in a distributive function.

95 TEACHER EDUCATION

Thank you for
mailing this TODAY!

ANSWER SHEET

Please check in the appropriate column. If you disagree with a statement, please indicate the reason under "comments".

Card Number	Agree	Disagree	Comments
05			
07			
12			
15			
30			
36			
45			
47			
56			
72			
92			
93			
95			

APPENDIX C

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

The mean of degree of agreement on each statement of basic belief and the corresponding rank order of that statement within its category by the three sub-groups in Reactor Group I are found in Tables XI - XVII.

TABLE XI

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

Definition	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
0	1.00	1	1.02	1	1.09	2
1	1.22	6	1.24	5	1.33	8
2	1.06	2	1.12	3	1.05	1
3	1.49	16	1.47	14	1.18	3
4	1.22	6	1.37	10.5	1.40	10
5	1.63	18	1.67	18	1.55	16
6	1.27	9	1.43	12.5	1.25	6
7	1.47	15	1.43	12.5	1.67	17
8	1.22	6	1.51	15	1.47	12.5
9	1.22	6	1.22	4	1.20	4
10	1.35	11.5	1.31	8	1.38	9
11	1.41	14	1.27	6	1.49	14.5
12	1.39	13	1.65	17	1.73	18
13	1.22	6	1.29	7	1.44	11
14	1.33	10	1.37	10.5	1.24	5
15	1.55	17	1.57	16	1.49	14.5
16	1.35	11.5	1.33	9	1.47	12.5
17	1.18	3	1.04	2	1.27	7

TABLE XII

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Objective	Mean	Rank	Mean	Rank	Mean	Rank
18	1.22	9	1.37	11	1.24	10.5
19	1.08	3	1.08	5	1.09	2
20	1.16	5	1.02	1	1.11	4
21	1.06	2	1.04	2.5	1.09	2
22	1.12	4	1.04	2.5	1.13	5.5
23	1.04	1	1.24	8	1.24	10.5
24	1.18	6	1.06	4	1.09	2
25	1.37	11	1.20	7	1.13	5.5
26	1.20	7.5	1.27	9	1.15	7
27	1.20	7.5	1.33	10	1.20	9
28	1.31	10	1.18	6	1.18	8

TABLE XIII

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Guidance	Mean	Rank	Mean	Rank	Mean	Rank
29	1.43	11	1.59	11	1.42	11
30	1.59	14	1.80	14	1.45	12
31	1.16	5.5	1.33	7.5	1.31	9
32	1.04	1	1.02	1	1.16	4
33	1.10	2	1.24	6	1.16	4
34	1.24	9	1.12	3.5	1.25	7.5
35	1.16	5.5	1.33	7.5	1.25	7.5
36	1.53	13	1.71	13	1.67	14
37	1.22	8	1.43	9	1.60	13
38	1.49	12	1.65	12	1.16	4
39	1.20	7	1.10	2	1.13	2
40	1.12	3	1.18	5	1.04	1
41	1.41	10	1.55	10	1.38	10
42	1.14	4	1.12	3.5	1.18	6

TABLE XIV

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Coordination	Mean	Rank	Mean	Rank	Mean	Rank
43	1.22	2.5	1.45	6	1.64	6
44	1.20	1	1.08	1	1.25	1.5
45	1.29	4	1.63	7	1.84	7
46	1.41	6	1.43	5	1.33	4
47	1.67	8	1.90	8	1.93	8
48	1.22	2.5	1.12	2	1.25	1.5
49	1.47	7	1.33	4	1.36	5
50	1.31	5	1.20	3	1.27	3

TABLE XV

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Curriculum	Mean	Rank	Mean	Rank	Mean	Rank
51	1.90	8	1.71	7	1.45	7
52	1.10	2	1.00	1	1.22	2.5
53	1.29	4	1.39	4	1.35	6
54	1.55	7	1.45	6	1.29	4.5
55	1.08	1	1.06	2	1.00	1
56	1.53	6	1.84	8	1.49	8
57	1.35	5	1.10	3	1.22	2.5
58	1.24	3	1.43	5	1.29	4.5

TABLE XVI

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

Organization and Administration	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
59	1.33	19	1.24	14	1.15	12
60	1.08	3.5	1.18	11.5	1.09	7.5
61	1.41	23	1.41	21	1.40	21
62	1.08	3.5	1.02	1	1.04	3
63	1.24	12.5	1.27	15	1.15	12
64	1.04	1	1.12	6	1.04	3
65	1.06	2	1.10	4.5	1.02	1
66	1.37	21.5	1.33	19	1.42	22
67	1.24	12.5	1.22	13	1.27	15.5
68	1.27	14.5	1.63	27	1.35	19
69	1.16	9.5	1.10	4.5	1.07	6
70	1.27	14.5	1.29	16.5	1.38	20
71	1.43	24.5	1.49	25	1.47	25
72	1.69	28	1.88	28	1.56	28
73	1.59	27	1.45	22	1.29	17
74	1.20	11	1.14	7.5	1.09	7.5
75	1.29	16.5	1.47	23.5	1.53	26

TABLE XVI (continued)

Organization and Administration	State Supervisors		Assistant State Supervisors		Teacher Educators	
	Mean	Rank	Mean	Rank	Mean	Rank
76	1.12	6.5	1.06	3	1.11	9
77	1.10	5	1.04	2	1.13	10
78	1.33	19	1.47	23.5	1.55	27
79	1.29	16.5	1.31	18	1.31	18
80	1.33	19	1.29	16.5	1.44	23.5
81	1.16	9.5	1.18	11.5	1.05	5
82	1.47	26	1.53	26	1.15	12
83	1.43	24.5	1.37	20	1.44	23.5
84	1.14	8	1.16	9.5	1.20	14
85	1.12	6.5	1.14	7.5	1.04	3
86	1.37	21.5	1.16	9.5	1.27	15.5

TABLE XVII

THE RANK ORDERING OF BASIC BELIEFS WITHIN EACH CATEGORY BY THREE SUB-GROUPS OF REACTOR GROUP I

	State Supervisors		Assistant State Supervisors		Teacher Educators	
Teacher Education	Mean	Rank	Mean	Rank	Mean	Rank
87	1.22	4	1.14	3	1.24	4
88	1.16	3	1.31	6	1.16	3
89	1.33	5	1.16	4	1.25	5
90	1.00	1	1.02	1	1.02	1
91	1.06	2	1.04	2	1.11	2
92	1.61	8	1.80	9	1.76	8
93	1.53	7	1.51	7	1.65	7
94	1.41	6	1.20	5	1.47	6
95	1.82	9	1.59	8	2.13	9

APPENDIX D A PROFILE OF MEMBERS OF REACTOR GROUP I

Background information on the participants in Reactor Group I was obtained through a Profile questionnaire, an excerpt of which is in Appendix B.

TABLE XVIII

PRESENT POSITION

	0*	1*	2*	3*	4*	5*	6*	7*	8*	9*
State Supervisors	1**	0	0	46	0	0	0	0	2	0
Ass't State Supervisors	0	0	0	3	29	13	2	0	0	2
Teacher Educators	1**	0	52	0	0	0	0	0	0	2

*The columns represent the following:

0 - Full time Distributive Education teacher-coordinator
1 - Full time city or county supervisor of Distributive Education
2 - Teacher educator of Distributive Education
3 - State supervisor of Distributive Education
4 - Assistant state supervisor of Distributive Education
5 - Area or district supervisor of Distributive Education
6 - State supervisor of Distributive Education and Office or Business Education
7 - State supervisor of Trade and Industrial Education; Assistant state supervisor of Distributive Education
8 - State supervisor and teacher educator of Distributive Education
9 - Curriculum materials specialist

**Serves in dual capacity.
One reports title of "Adult Education Consultant".

TABLE XIX

AGE RANGE OF PARTICIPANTS IN REACTOR GROUP I

	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70
State Supervisors	1	3	7	2	8	10	3	10	4	1
Assistant State Supervisors	0	6	3	14	12	8	1	3	2	0
Teacher Educators	1	4	8	11	12	5	7	3	2	2

TABLE XX

HIGHEST DEGREES HELD

	Bachelor's	Master's	Special Certificate	Ed.D. or Ph.D.	Other
State Supervisors	7	38	3	1	0
Ass't State Supervisors	12	33	3	0	1
Teacher Educators	3	37	0	15	0

TABLE XXI

YEAR HIGHEST DEGREE EARNED

	1950 or Before	1951-1955	1956-1960	1960-1961	1962-1963	1964-1965
State Supervisors	21	12	4	6	2	4
Ass't State Supervisors	14	10	11	4	7	3
Teacher Educators	8	8	15	8	7	9

TABLE XXII

LAST YEAR ENROLLED IN A COLLEGE OR UNIVERSITY

	1950 or Before	1951-1955	1956-1960	1960-1961	1962-1963	1963-1964	1964-1965	1965-1966	Pre-sent
State Supervisors	11	6	6	5	6	3	4	4	4
Ass't State Supervisors	3	6	6	0	6	4	11	7	6
Teacher Educators	4	5	4	2	7	5	9	5	14

TABLE XXIII

NUMBER OF QUARTER CREDITS EARNED BEYOND HIGHEST DEGREE

	None	1-9	10-18	19-27	28-36	37-45	46-54	55-63	64-72	72 or over
State Supervisors	11	9	9	4	7	1	2	2	0	4
Ass't State Supervisors	3	7	16	5	3	2	5	3	1	4
Teacher Educators	16	6	7	6	3	2	2	4	2	7

TABLE XXIV

MAJOR CONCENTRATION OF CREDITS EARNED BEYOND HIGHEST DEGREE

	0*	1*	2*	3*	4*	5*	6*	7*	8*	9*
State Supervisors	4	12	4	1	1	5	1	1	10	10
Ass't State Supervisors	6	12	0	0	4	5	2	7	11	2
Teacher Educators	3	13	1	0	6	8	1	3	5	15

*The columns represent the following:
0 - Distributive Education
1 - Education, Vocational Education and/or Psychology
2 - Retailing or Marketing
3 - Business Education
4 - Combination of 0,1
5 - Combination of 0,1,2
6 - Combination of 0,3
7 - Combination of 0 and any other subject
8 - Other
9 - Does not apply or no credit earned

TABLE XXV

MAJOR IN UNDERGRADUATE DEGREE

	0*	1*	2*	3*	4*	5*	6*	7*	8*	9*
State Supervisors	4	12	6	4	9	6	3	0	1	4
Ass't State Supervisors	4	16	4	2	7	9	2	0	0	5
Teacher Educators	6	10	13	1	5	8	4	3	0	5

*The columns represent the following:

0 - Marketing or Retailing
1 - Business Administration, Marketing, Retailing, Public Administration, Advertising
2 - Distributive Education, Marketing, Business Administration
3 - English, Speech, Journalism
4 - Education, Social Studies, Psychology, Economics
5 - Business Education
6 - Home Economics, Agricultural Education, Trade and Industrial Education, Industrial Arts
7 - Business Education and Distributive Education
8 - Marketing and/or Business Administration
9 - Others (Science, Math, Mechanical Engineering, Physical Education)

TABLE XXVI

AREA OF CONCENTRATION IN MASTER'S DEGREE

	0*	1*	2*	3*	4*	5*	6*	7*	8*	9*
State Supervisors	6	12	11	3	3	9	2	1	0	2
Ass't State Supervisors	2	9	11	9	2	12	2	0	0	2
Teacher Educators	4	19	16	7	0	5	0	4	0	0

*The columns represent the following:

0 - Marketing or Retailing
1 - Education or Vocational Education
2 - Distributive Education
3 - Business Education
4 - Other
5 - Does Not Apply
6 - Business Administration, Management
7 - Distributive Education and Business Education
8 - Marketing or Retailing and Distributive Education
9 - Marketing and Retailing and Education or Vocational Education

TABLE XXVII

NUMBER OF HOURS OF "DIRECTED (SUPERVISED) WORK EXPERIENCE" AS PART OF UNDERGRADUATE OR GRADUATE DEGREE

	None	200 Hours	300 Hours	500 Hours	501-750 Hours	751-1000 Hours	1001-1500 Hours	1501 or More Hours
State Supervisors	34	2	2	3	1	2	2	3
Ass't State Supervisors	37	4	3	2	1	1	0	1
Teacher Educators	37	1	2	4	2	3	1	5

TABLE XXVIII

DATE OF LAST EXPERIENCE OF DIRECTED (SUPERVISED) WORK EXPERIENCE

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954 or Before	Does Not Apply
State Supervisors	3	1	0	1	1	5	10	28
Ass't State Supervisors	2	0	0	0	2	7	8	30
Teacher Educators	1	0	0	1	2	6	9	36

TABLE XXIX

NUMBER OF YEARS EXPERIENCE IN RETAILING*

	None	6 mos.	1 yr.	18 mos.	2 yrs.	3 yrs.	4-5 yrs.	6-10 yrs.	11-15 yrs.	16 yrs. or more
State Supervisors	1	0	5	3	2	6	9	10	5	8
Ass't State Supervisors	1	1	3	2	1	7	12	15	5	2
Teacher Educators	2	0	1	1	3	9	15	16	0	8

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

TABLE XXX

DATE OF LAST EXPERIENCE IN RETAILING*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954 or Before	Does Not Apply
State Supervisors	0	5	3	6	3	10	20	2
Ass't State Supervisors	1	6	3	4	5	12	17	1
Teacher Educators	3	1	2	3	3	20	22	1

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

TABLE XXXI

NUMBER OF YEARS EXPERIENCE IN WHOLESALING*

	None	6 mos.	1 yr.	18 mos.	2 yrs.	3-5 yrs.	6-10 yrs.	11-15 yrs.	16 yrs. or over
State Supervisors	33	5	2	1	4	2	0	1	1
Ass't State Supervisors	37	0	3	0	2	5	1	0	1
Teacher Educators	41	6	2	1	1	4	0	0	0

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

TABLE XXXII

DATE OF LAST EXPERIENCE IN WHOLESALING*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954 or Before	Does Not Apply
State Supervisors	0	0	0	2	0	2	12	33
Ass't State Supervisors	1	3	0	0	1	2	6	36
Teacher Educators	4	1	0	0	0	4	9	37

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

TABLE XXXIII

NUMBER OF YEARS EXPERIENCE IN A SERVICE OCCUPATION*

	None	6 mos.	1 yr.	18 mos.	2 yrs.	3-5 yrs.	6-10 yrs.	11-15 yrs.	16 years or more
State Supervisors	27	4	4	0	6	5	1	1	1
Ass't State Supervisors	20	4	6	4	4	6	3	1	1
Teacher Educators	28	4	7	3	4	6	2	0	1

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

TABLE XXXIV

DATE OF LAST EXPERIENCE IN SERVICE OCCUPATIONS*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1955-1960	1954 or Before	Does Not Apply
State Supervisors	2	0	1	2	2	4	12	26
Ass't State Supervisors	0	4	0	1	3	9	12	20
Teacher Educators	4	1	0	0	1	5	18	26

*Some Distributive Education Personnel continue to gain experience in distributive occupations concurrently with employment in distributive education positions. In many instances this additional experience is gained during holidays and/or during summer months.

TABLE XXXV

NUMBER OF YEARS EXPERIENCE AS A DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	13	3	11	10	3	4	2	2	1	0
Ass't State Supervisors	9	1	10	19	6	3	1	0	0	0
Teacher Educators	6	5	12	5	4	1	1	1	0	0

TABLE XXXVI

DATE OF LAST EXPERIENCE AS DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	1*	6	6	0	3	2	9	10	12
Ass't State Supervisors	0	9	7	6	2	8	6	2	9
Teacher Educators	3*	8	3	5	7	4	12	9	4

*Note dual role.

TABLE XXXVII

NUMBER OF YEARS EXPERIENCE AS A CITY OR COUNTY SUPERVISOR OF DISTRIBUTIVE EDUCATION

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	43	2	4	0	0	0	0	0	0	0
Ass't State Supervisors	41	1	5	2	0	0	0	0	0	0
Teacher Educators	47	2	3	1	0	0	0	0	0	0

TABLE XXXVIII

DATE OF LAST EXPERIENCE AS A CITY OR COUNTY SUPERVISOR OF DISTRIBUTIVE EDUCATION

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	5*	0	1	0	0	0	2	1	40
Ass't State Supervisors	5	0	1	1	0	2	3	0	37
Teacher Educators	5	0	1	1	1	0	2	3	42

*Note dual role.

TABLE XXXIX

NUMBER OF YEARS EXPERIENCE AS A DISTRIBUTIVE EDUCATION TEACHER EDUCATOR

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 Years or More
State Supervisors	31	3	2	5	2	1	1	1	3	0
Ass't State Supervisors	40	2	3	1	2	1	0	0	0	0
Teacher Educators	3*	12	17	5	1	6	3	2	5	1

*Less than 1 year.

TABLE XL

DATE OF LAST EXPERIENCE AS A DISTRIBUTIVE EDUCATION TEACHER EDUCATOR

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	7*	2	2	2	0	1	1	4	30
Ass't State Supervisors	5*	2	3	0	0	1	1	0	37
Teacher Educators	51**	2	0	0	0	0	0	0	2

*Supervisors sometimes serve as teacher educators in summer school.

**Experience is on part-time basis.

TABLE XLI

NUMBER OF YEARS EXPERIENCE AS A STATE, ASSISTANT STATE OR AREA SUPERVISOR OF DISTRIBUTIVE EDUCATION

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	6*	10	3	7	4	5	0	4	7	3
Ass't State Supervisors	5**	16	8	8	4	2	2	4	0	0
Teacher Educators	39	4	5	3	4	0	0	0	0	0

*Includes those with titles of State Director.

**Includes individuals with less than 1 year's experience.

TABLE XLII

DATE OF LAST EXPERIENCE AS A STATE, ASSISTANT STATE OR AREA SUPERVISOR OF DISTRIBUTIVE EDUCATION

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	46	1	0	0	0	0	0	1	1**
Ass't State Supervisors	47	0	0	0	0	0	0	0	2
Teacher Educators	2*	4	2	2	2	2	1	2	38

*Dual appointment.

**Serves as teacher-coordinator and supervisor of a territory.

TABLE XLIII

NUMBER OF YEARS EXPERIENCE AS ADULT INSTRUCTOR

	None	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10-12 yrs.	13-15 yrs.	16-18 yrs.	19-21 yrs.	22 years or more
State Supervisors	14	5	12	10	2	5	0	1	0	0
Ass't State Supervisors	26	7	6	4	2	2	0	2	0	0
Teacher Educators	16	4	6	8	9	6	4	0	1	1

TABLE XLIV

DATE OF LAST EXPERIENCE AS ADULT INSTRUCTOR*

	Present	1964-1965	1963-1964	1962-1963	1961-1962	1958-1960	1952-1957	1951 or Before	Does Not Apply
State Supervisors	6	5	4	1	3	3	5	9	13
Ass't State Supervisors	3	4	5	3	0	4	4	1	25
Teacher Educators	13	4	3	3	7	3	2	4	16

*Since many distributive education personnel participate as adult instructors concurrently with other duties, there is an overlapping of dates of certain experiences.

APPENDIX E

TABLE XLV

PERCENTAGE OF AGREEMENT AFTER RE-SUBMISSION OF 12 BELIEFS*

Card Number	Revised Belief Statement	Percentage of Agreement
05	That the distributive education project plan is an organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising and management and which are related to a student's occupational interests. It enables students to develop occupational competencies through real life experiences.	67.8
07	That distributive education supplementary instruction is instruction for adults or out-of-school youth wishing to refresh, update or upgrade competencies needed in their distributive employment. It is usually provided on a part-time basis.	84.7
12	That a project in the distributive education project plan is a combination of organized learning activities related to an individual's distributive occupational interests. The length of time to complete the project depends upon the nature of the project and the ability of the individual learner.	90.7

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*Respondents were asked to react to the revised statements on a two-point scale - agree or disagree and to indicate reason for disagreement. Of the 133 questionnaires mailed, 118 (88.7%) were returned. Twenty of the original members of Reactor Group I were no longer available as participants as members of the Leadership Group.

TABLE XLV (continued)

Card Number	Revised Belief Statement	Percentage of Agreement
15	That an Advisory Committee for distributive education is a group of persons representative of both the school and the business community which gives advice that may be used for the development and improvement of the distributive education program.	85.6
30	That each distributive education student should have a distributive occupational interest if he is to give his best effort in learning technical skills and knowledges and in making occupational adjustments.	93.2
36	That a distributive education student should determine for himself the point at which he would cease his formal education--at high school, post-high school or college level.	69.5
45	That the amount of time which distributive cooperative students spend in school should be regularly appraised so that the combined time for school and work does not exceed the normal work week.	63.6
47	That coordinators should be employed by the school system for at least 10 months during the year so that they might fulfill all of the responsibilities of the job.	79.7

TABLE XLV (continued)

Card Number	Revised Belief Statement	Percentage of Agreement
56	That in most distributive occupations judgment, human relations and communication skills are predominant while manual skills are frequently less important.	93.2
72	That distributive education should be available both to high school graduates and those who did not complete high school.	96.6
92	That distributive education teacher-coordinators should be involved in the distributive education adult program in some capacity, even if only advisory, thereby increasing their own occupational understandings and also creating a more favorable environment for their students.	95.8
93	That teacher-coordinators should return to a distributive occupation at intervals when updating is needed and advisable.	90.7
95	That teacher education for post-secondary instructional personnel should include advanced depth study in a distributive field or in a distributive function.	89.8

APPENDIX F

A STATEMENT OF OBJECTIVES: SOCIAL AND ECONOMIC AIMS OF THE PROGRAM OF DISTRIBUTIVE EDUCATION[10]

1. To train for high standards in the distribution of goods and services by improving merchandising and selling practices, in terms of -
    a. Benefits to the buying public,
    b. Opportunities for the employee, and
    c. Sound, profitable operations for employers.
2. To develop, among employers, employees, and consumers, a wider appreciation of the value of trained personnel.
3. To train for a wider appreciation and understanding of the basic processes of distribution in our national economy.
4. To develop a well-rounded program which recognizes the comparable value of -
    a. Extension training to increase the efficiency of those now employed.
    b. Cooperative part-time training to provide for replacement needs as required annually for the distributive occupations.
5. To train for increased efficiency in distribution with particular reference to the merchandising and management problems of the small merchant.
6. To train for a better understanding of the mutual problems of employer and employee through a study of personnel and management problems.
7. To develop a closer tie between the school and the business community.
8. To deserve the confidence of business in accepting distributive education as an integral part of the business community.

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[10] First National Training Conference for Distributive Education, Minneapolis, Minnesota, 1939.

DISTRIBUTIVE EDUCATION OBJECTIVES AGREED UPON AT 1949 AVA CONVENTION

The following objectives for distributive education were agreed upon at the 1949 Atlantic City Convention of the American Vocational Association by the Distributive Education Division.

1. To promote high standards of operation in the distribution of goods and services through the improvement of marketing and merchandising throughout the distributive field.

2. To assist in the reduction of the costs of distribution through increasing the efficiency of distributive workers.

3. To aid the buying public through better services to consumers.

4. To develop balanced, comprehensive training programs to serve all fields of distribution.

5. To aid distributive owners and managers to conduct their business operations efficiently for the benefit of the consumer, employer and employee.

6. To assist persons already in a distributive occupation to do a better job.

7. To prepare employees in distributive occupations to take advantage of opportunities for advancement.

8. To prepare qualified young men and women for the distributive jobs of today and the business leadership of tomorrow.

9. To aim for a better understanding of the mutual problems of consumer, employer and employee.

10. To develop a closer working relationship between the schools and the business community.

GOALS OF SECONDARY EDUCATION

The following goals of secondary education have been listed in a statement issued by the National Association of Secondary School Principals:[11]

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness and mental health.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and to have an understanding of the nations and peoples of the world.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

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[11] National Association of Secondary-School Principals, Planning for American Youth (rev. ed.; original printing, 1944; Washington, D.C.: The Association, a department of the National Education Association, 1951), p. 9.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work cooperatively with others, and to grow in the moral and spiritual values of life.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

CONCEPTS AND CONCERNS

The interpretation of the statistical analysis in light of the numerous comments by the respondents indicates that there are still some concerns among certain members of the leadership group regarding several concepts included in the Basic Belief card-sort. Most of these concerns stem from the fact that the Vocational Education Act of 1963 made it possible for the first time for reimbursed distributive education programs to include instructional programs for youth and adults who are interested in careers in the field of distribution but who are not yet employed. Prior to this time only employed individuals could be enrolled in distributive education courses. As a result of this provision for pre-employment training for both youth and adults, new terminology was introduced into the literature, primarily through the interpretation of the Vocational Education Act of 1963, through publications of the United States Office of Education, and through professional journals. Some of the concepts, with comments by the investigator follow:

I. Regarding Definitions

A. Concept: Plan versus Method. (Example: Project Plan; Project Method; Cooperative Plan; Cooperative Method)

Investigator's Comment: The use of the word "plan" indicates an organizational arrangement: on the one hand the project plan permits the student to remain in school for the full day; whereas the cooperative plan arranges a laboratory schedule.

The use of the word "method" in this context indicates a means (over and above the methods used in the classroom) of reaching an educational objective: for students in the project plan the method of making the classroom instruction vocationally meaningful is that of providing a series of group and/or individually designed learning activities and projects related to the student's occupational interest; for cooperative students the method of making the classroom instruction vocationally meaningful is that of providing correlated on-the-job learning experiences.

B. Concept: Project - Project Plan - Project Method.

Investigator's Comment: There is considerable concern among the leadership regarding the use of the word "project" to distinguish the pre-employment phase of the distributive education program from the cooperative phase. Since projects have been used in the cooperative plan from the inception of the distributive education program, the leadership expressed doubt that the word "project" is the descriptive word needed to identify this new phase of the distributive education program. The introduction of terms used in current distributive education literature was deliberately incorporated into the group of definitions so that as a foundation for this research there would be a common understanding of the meaning of these terms.

C. Concept: Preparatory Instruction. A number of comments noted that instruction under the cooperative plan should not be considered "preparatory," since the students are already employed.

Investigator's Comment: The definition as stated in the belief is based on the definition as reported in Part 104 - Administration of Vocational Education.[12] This legal interpretation has possibly influenced the response to this statement.

D. Concept: Supplementary Instruction.

Investigator's Comment: Now that the adult level of instruction has added preparatory instruction for unemployed adults or out-of-school youth and for employed individuals who wish to change to a distributive occupation it is necessary to distinguish between the preparatory instruction and the instruction for those already employed in a distributive occupation. The word "supplementary" carries the connotation of "adding to" the vocational competencies of individuals employed in distributive occupations. The reason supplementary instruction is usually provided on a part-time basis is that if the adult is employed full-time he can rarely enroll in a full-time program of instruction.

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[12] United States Department of Health, Education, and Welfare, Part 104 - Administration of Vocational Education: Federal Allotments to States, (Washington: Office of Education, reprinted from Federal Register, August 28, 1964), p. 12353.

E. Concept: Participating Experiences versus Project.

Investigator's Comment: A participating experience can be as simple an assignment as "observe three store windows and indicate the line and design in each display"; whereas a project is more complex.

II. Regarding Aims and Objectives:

There were no concerns expressed regarding the statements on aims and objectives. There was a very high degree of agreement on each of the ten statements. In comparing these objectives with the objectives listed in the 1939 Dunwoody Conference Report and those listed in the 1949 A.V.A. Convention Report,[13] it is important to note that despite the fact that procedures, techniques, and policies change to reflect changing conditions, the aims and objectives tend to remain constant.

III. Regarding Guidance:

A. Concept: Career Objective - Goal - Interest: The concern appears to be the degree of commitment to a career goal.

Investigator's Comment: An underlying principle of all vocational instruction is that the instruction is related to the student's vocational objective. Since the selection of a career objective and work adjustment are problems of attitude, the ascending scale used to define educational objectives in the affective domain suggests a way of expressing the emotional stages an individual goes through in arriving at an ultimate goal. The four major stages in the affective domain are (1) awareness; (2) responding; (3) valuing; (4) commitment. Most of the distributive education high school students are at various levels of the first stage during the initial instruction in the distributive education program. As each individual gains more knowledge and experience he usually moves nearer his goal. It is for this reason that the term "vocational interest" (a high degree of awareness) has been substituted for the term, "vocational objective" in several of the statements. This suggestion came from several respondents and when incorporated into statements that were resubmitted received a high degree of agreement.

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[13] See Appendix F for list of objectives in this report.

B. Concept: Terminal.

Investigator's Comment: The statement concerning the student's terminating his formal education was included in the "beliefs" to counteract the statement many counselors make to students: "If you take D.E. you cannot go to college."

C. Concept: Guidance services to adults needing training or retraining for occupations in distribution and marketing.

Investigator's Comment: Since respondents were directed to react to the Basic Beliefs concerning the distributive education program as it ought to be, their comments which indicated disagreement only on a basis of "lack of time," etc., were not accepted as valid reservations.

IV. Regarding Coordination:

A. Concept: Amount of time high school students spend at school and at work.

Investigator's Comment: There are a number of factors which affect the amount of time scheduled for an individual student for his school and on-the-job activities. A "normal work week" must be defined for each individual student in order to accomodate the many variables among the groups of cooperative students. Since one of the major responsibilities of the distributive education teacher-coordinator is to maintain an effective and harmonious relationship between the school and the cooperating business establishment the problem of adjusting each student's schedule to his individual needs is of paramount importance.

B. Concept: Preparation of Training Sponsors.

Investigator's Comment: The preparation of training sponsors for their responsibilities regarding the training and supervision of distributive education students can be handled in a variety of ways. Individual instruction through coordination visits is the most common way, but group meetings for training sponsors to consider philosophical questions, such as the evaluation of the student's progress, have been found to be very effective.

C. Concept: Time for Coordination.

Investigator's Comment: Since many high school distributive education students have work experiences during, if not throughout, the summer months it is essential that the distributive education teacher-coordinator be employed a sufficient amount of time--both before and after the regular school year--to effectively carry out his responsibilities.

V. Regarding Curriculum:

Concept: Predominance of judgment, human relations and communications skills.

Investigator's Comment: Judgment and decision-making skills are required in distributive occupations at every level of endeavor. The degree of skill required depends on the particular situation. For example, a beginning salesperson decides which merchandise to show a customer (price, color, style, etc.); judges when to attempt to close the sale. The decisions become more complex as the salesperson attempts to overcome objections and to make suggestions. Although judgment and decision-making skills are quite evident at the management level, they are by no means limited to that level, as some of the comments of respondents suggested.

VI. Regarding Administration:

There were no concerns expressed regarding this category of beliefs which are not reflected in the revision of the statements in Table IX.

VII. Regarding Teacher-Education.

A. Concept: Increasing occupational knowledge through participation in adult distributive education activities.

Investigator's Comment: If the distributive education program is as it ought to be, instructional programs for adults would be available. Since the objective of the adult program for adults employed in distributive occupations ("supplementary instruction") is to up-date, refresh, and up-grade competencies needed in distributive employment, participation in adult activities usually increases the occupational knowledge of the teacher-coordinator. In responding to the statement of belief concerning this concept, the kind and amount of participation was not a consideration.

B. Concept: Refreshing practical experience of teacher-coordinators through additional distributive employment.

Investigator's Comment: Since through coordination visits teacher-coordinators have the opportunity to observe changing practices and procedures in distributive occupations and in distributive businesses, it is not necessarily essential that they return to distributive employment periodically. As a learning experience, however, purposeful employment, even for a limited time, sometimes equals or exceeds learning experiences provided in recognized professional and/or technical courses. A distributive teacher-education program should provide the opportunity for distributive education teacher-coordinators who feel the need for this learning experience.